



NEW PROSPECT ELEMENTARY

126 New Prospect Ch. Rd.

Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	501 Students	
Principal	Dr. Jerome Hudson	864-260-5195
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

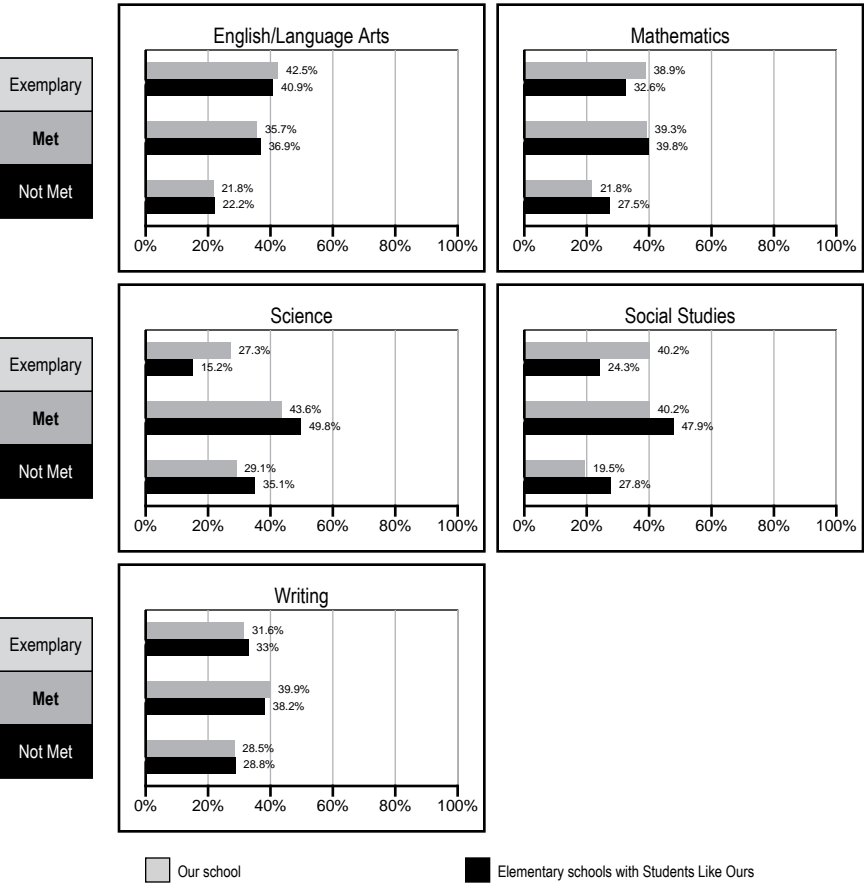
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	28	81	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=501)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 2.1%	1.2%	1.2%
Attendance rate	99.9%	Up from 96.3%	96.0%	96.1%
Eligible for gifted and talented	18.6%	Up from 13.5%	12.0%	11.7%
With disabilities other than speech	12.8%	Down from 14.7%	8.6%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Up from 40.0%	60.0%	60.5%
Continuing contract teachers	94.6%	Up from 82.5%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 85.9%	88.8%	87.0%
Teacher attendance rate	95.5%	Up from 95.1%	95.3%	95.4%
Average teacher salary*	\$46,121	Up 2.6%	\$47,146	\$47,288
Professional development days/teacher	4.2 days	Down from 9.4 days	10.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.8 to 1	19.2 to 1	19.2 to 1
Prime instructional time	94.9%	Up from 91.0%	90.2%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,923	Down 5.9%	\$7,450	\$7,548
Percent of expenditures for instruction**	67.9%	Down from 68.3%	67.4%	68.7%
Percent of expenditures for teacher salaries**	66.9%	Down from 93.7%	64.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

New Prospect Elementary School serves 525 students in a K-5 setting. NPES uses a variety of programs and instructional strategies to further the academic success of our students. Instruction is centered on a standards-based curriculum and pacing guide adopted by Anderson District Five. ELA uses a balanced literacy approach while science instruction includes the use of science kits and math includes Calendar Math. Along with the regular curriculum, students at NPES receive instruction in Art, PE, Music, Library, Computer, and Guidance. In 2009-2010, our instructional and teacher in-service focused on the improvement of student writing. As a response to intervention, we offer Reading Recovery in 1st grade, as well as ERI in K-2nd grades. Students in 4th and 5th grades participate in AVID. Kindergarten students benefit from the AM LEAP Peer-Teaching Program. Special Education services are provided to speech and LD Resource students. Two ED Self-Contained classrooms and a related Clinical Day Program are housed at NPES. All teachers and students benefit from a fulltime instructional facilitator. We also have a fulltime nurse and 1.5 guidance counselors to address the health and emotional needs of all students. We encourage student academic excellence through the use of Accelerated Reader and the Order of the Scroll Exemplary Writing Awards. Gifted and Talented students in grades 3-5 receive instruction through itinerant teachers two days per week.

NPES focuses on Character Education and is a Cooperative Discipline and Peer Mediation school with a focus on conflict resolution. Guidance counselors, teachers, and administration work together on these issues and provide student recognition such as "Top Jets," "High Flying Jets," "Terrific Kids," and the "Double E" Award. Students also benefit from a number of extension activities such as Student Government, Geography Bee, Science Club, Post Office, Beta Club, Odyssey of the Mind, Robotics, Step and Dance, and Strings. Other opportunities include the Jazzy Jets Chorus, Family Nights, Book Fairs, Movie Night, and Skate Nights.

Our school has achieved many designations and awards. These awards are due to a dedicated core of parents and staff. NPES has five teachers who are National Board Certified. Our school has achieved Hall of Fame status in the SC Exemplary Writing Program. We proudly earned Flagship School of Promise in 2000, and have been renewed through 2010. NPES has twice been named a State Red Carpet Award school and has been recognized three times by the SC Education Oversight Committee for the exemplary academic progress of our economically disadvantaged students.

Our challenge is to empower children to achieve their potential in a diverse, safe, innovative, and caring environment while preparing them to be lifelong learners and productive members of society.

Dr. Jerome Hudson, Principal
Paula Balentine, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	71	61
Percent satisfied with learning environment	100.0%	85.9%	89.8%
Percent satisfied with social and physical environment	100.0%	93.0%	90.2%
Percent satisfied with school-home relations	81.3%	91.5%	85.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	269	100	21.8	35.7	42.5	88.9	86.4	83.5	Yes	Yes
Gender										
Male	149	100	25	38.6	36.4	87.9	83.4	80.1	N/A	N/A
Female	120	100	17.9	32.1	50	90.2	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	153	100	13	36.3	50.7	93.8	91.6	89.6	Yes	Yes
African American	97	100	34.8	36	29.2	82	78.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	16	100	28.6	35.7	35.7	78.6	87.5	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	55	100	51.9	23.1	25	63.5	55	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	33.3	41.7	25	75	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	100	25.6	39.4	35	87.5	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	269	100	21.8	39.3	38.9	90.1	84.4	80.4	Yes	Yes
Gender										
Male	149	100	21.4	36.4	42.1	92.1	82.1	78.4	N/A	N/A
Female	120	100	22.3	42.9	34.8	87.5	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	153	100	13	39.7	47.3	93.8	90.7	87.8	Yes	Yes
African American	97	100	34.8	39.3	25.8	83.1	74.1	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	16	100	28.6	28.6	42.9	92.9	90.1	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	55	100	42.3	34.6	23.1	75	49.3	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	33.3	41.7	25	91.7	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	100	26.9	41.3	31.9	89.4	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	178	97.8	27.8	44.4	27.8	72.2	77	67.3
Gender								
Male	97	97.9	30.3	33.7	36	69.7	75.5	66.9
Female	81	97.5	24.7	57.5	17.8	75.3	78.4	67.7
Racial/Ethnic Group								
White	103	99	17.5	48.5	34	82.5	86.3	79.6
African American	63	95.2	38.9	42.6	18.5	61.1	62.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.7	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.6	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	40	100	40.5	51.4	8.1	59.5	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.3	58.6
Socio-Economic Status								
Subsidized meals	111	98.2	30.7	47.5	21.8	69.3	67.5	55.4

Social Studies

All Students	179	98.3	19.5	40.2	40.2	80.5	80.1	70.9
Gender								
Male	96	97.9	19.3	33	47.7	80.7	78.6	70.1
Female	83	98.8	19.7	48.7	31.6	80.3	81.7	71.7
Racial/Ethnic Group								
White	101	99	17	34	48.9	83	85.8	79.2
African American	68	98.5	24.2	48.4	27.4	75.8	71.2	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	41	100	39.5	31.6	28.9	60.5	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77	68
Socio-Economic Status								
Subsidized meals	115	97.4	23.1	48.1	28.8	76.9	71.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	270	99.6	28.5	39.9	31.6	71.5	75.7	72.1	99.9	99.9
Gender										
Male	150	100	34	40.4	25.5	66	69.5	65.2	99.9	99.9
Female	120	99.2	21.4	39.3	39.3	78.6	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	153	99.4	20	40	40	80	84	80.8	99.9	99.9
African American	98	100	38.5	39.6	22	61.5	63.6	59.7	99.9	99.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	16	100	50	42.9	7.1	50	69.6	64.6	99.9	99.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99.9
Disability Status										
Disabled	56	100	56.6	34	9.4	43.4	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	N/AV	N/AV	N/AV	41.7	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	174	100	33.3	39.5	27.2	66.7	65.9	61.9	99.9	99.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	97	100	19.5	31	49.4	80.5
	4	86	100	22.8	44.3	32.9	77.2
	5	80	100	31.1	31.1	37.8	68.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	100	15	25	60	85
	4	88	100	24.7	36.4	39	75.3
	5	76	100	28	49.3	22.7	72
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	97	100	33.3	40.2	26.4	66.7
	4	85	100	20.5	50	29.5	79.5
	5	80	100	36.5	48.6	14.9	63.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	100	14	28	58	86
	4	88	100	20.8	49.4	29.9	79.2
	5	76	100	33.3	44	22.7	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	23.3	46.5	30.2	76.7
	4	85	100	19	60.8	20.3	81
	5	39	100	30.6	55.6	13.9	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	94.2	39.6	29.2	31.3	60.4
	4	88	100	19.5	51.9	28.6	80.5
	5	38	97.4	29.7	48.6	21.6	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	49	100	9.1	54.5	36.4	90.9
	4	85	100	9	48.7	42.3	91
	5	41	100	28.9	55.3	15.8	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	96.2	16	46	38	84
	4	88	100	19.5	33.8	46.8	80.5
	5	38	97.4	24.3	45.9	29.7	75.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	94	100	28.7	32.2	39.1	71.3
	4	85	100	37	34.6	28.4	63
	5	81	100	46.1	35.5	18.4	53.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	100	24	41	35	76
	4	90	100	31.6	40.5	27.8	68.4
	5	76	98.7	31.1	37.8	31.1	68.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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